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1 Jan 54

OFFICE OF TRAINING

DIRECTIVE

COURSE: Instructor Training

SUBJECT: Principles of Teaching HOURS: 1

METHOD OF PRESENTATION: Lecture & discussion INSTRUCTOR:

25X1

OBJECTIVES OF INSTRUCTION: To acquaint students with fundamental principles of teaching; to show the student how these fundamentals will apply to their instruction in the field; to show relationship between teaching and the principles of learning.

SUMMARY OF PRESENTATION:

ONE HUNDRED COPY TO  
ONE HUNDRED COPY TO

90

SUBJECTS WITH WHICH COORDINATION IS REQUIRED:

REFERENCES:  Principles of Teaching; FM 21-5, pp 54-62.

REMARKS: Training Aids: magnetic board, magnet attached cutouts, chart:  
stages of instruction,

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25 YEAR RE-REVIEW

TAB

STAT

Instructor Training Course

Lesson Plan

Title : Principles of Teaching 30 minutes

Objectives : 1. To acquaint students with fundamental principles of teaching  
2. To show the student how these fundamentals will apply to their instruction in the field  
3. To show relationship between teaching and the principles of learning

References : [ ] "Principles of Teaching," FM 21-5, Pages 54-62

Training Aids: Film strip: "The Teacher," U.S. Navy; magnetic board chart, Stages of Instruction, film strip projector, blackboard, screen

Personnel : Projectionist

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I. Presentation

A. Introduction (Motivation)

1. As future instructors students must understand the essentials of good instruction.
2. What makes a good instructor?
3. What can we as instructors do to be more effective?

B. Explanation

Note: Use magnetic board and prepared material

1. Know student

- a. How he learns: Motivation, sensory perception, readiness, association and repetition  
variety, realism, relationships  
doing, knowledge, activity  
skills, do
- b. Background - educational, past experiences, future assignment

-2-

2. Know subject

- a. Need to know thoroughly in order to plan each unit
- b. Past background - specialist - overseas assignment
- c. Courses taken here
- d. Ability to adjust to situations

3. Know how to teach

Teaching consists of lessons. All follow a pattern - Teaching Process.

Note: show chart "Stages of Instruction"

a. Stages of Instruction

(1) Preparation - Plan

objective

analysis of material:

based on objective

needs of student

training situation

training situation

time

equipment

conditions - security - area - support

(2) presentation (tell and show)

introduction (motivation) what-why-how

explanation (tell and show)

(3) Application - do

(4) Examination - check

(5) Discussion and/or critique - review

b. Methods of Instruction

lecture

demonstration and application stage

discussion methods

directed discussion, conference, panel discussion and seminar

problem solving

"live" and field problems

directed study

case study and assignments

c. Personality of Instructor

attitude { contagious  
enthusiasm {

-3-

sincerity  
friendliness  
self-improvement

d. Performance

The student must act differently after he leaves the course if it is said the instructor has taught.

Total Time

30

TAB

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## PRINCIPLES OF TEACHING

Teaching may be defined as the organization of learning, or the guidance, direction, and stimulation of the student's learning process.

It may be compared to merchandizing. The teacher has something to sell and the student has something to buy. It is a direct, two-way activity — a teacher-student function. An experienced salesman can bring a commodity to a prospective buyer's door to show its use, operation, advantages, and place in the buyer's life. The purchasing process is shortened because the commodity has been brought directly to the consumer. Thus it is with learning. It is time-consuming for the undirected learner to decide the purpose, need, means of acquisition, and application of knowledge. The experienced teacher can present useful information directly to the student thereby shortening the learning process. The student "buys" knowledge or skill from the qualified instructor

The instructor's knowledge or success is determined by the learner's use or application of the knowledge he has acquired and the degree to which the learning has altered or transformed his activities. Proper instruction leads the student to deeper insights and more adequate skills.

Interwoven with teaching are the principles of learning. Each instructor should understand that he must apply these fundamental principles to each segment of instruction. He must be aware of the importance of motivation; be aware that artificial, unconvincing incentives will bring about insufficient learning. Each instructor must apply the principles of sensory perception, readiness, association, and repetition whenever possible, in order to increase the quality and quantity of knowledge. These factors accompany all instruction.

In addition to these learning factors there are indispensable precepts and techniques in teaching. Some of these will be considered in relation to the practical work of the reader. It is hoped that as future instructors you will find them a suitable guide to effective teaching.

### 1. Know the subject.

This primary requisite of instruction seems obvious. However, it is not always practiced. It is not sufficient

for the instructor to know only the required matter for a course of study. It is also necessary to be able to sift the important points for use in each phase of the subject. The instructor must plan each phase clearly and carefully. Each day's work is an integral part of the whole subject and in initiating new material, its logical place in the over-all objective of the course should be recognized and understood. Obviously this recognition and understanding can come from a knowledge of one's subject. Staying "one step" ahead of the class does not make for thorough understanding. It creates an uncomfortable situation and in many cases is evidenced in an instructor's presentation. Whenever the instructor is presented with an opportunity for additional study, research, and field experience, he should avail himself of this chance for improvement. Constant enrichment will keep his teaching alive and dynamic. Documenting facts, quoting authorities, and relating personal experiences can be effective during the training session and can bring a considerable amount of personal satisfaction.

2. Know the student.

This enables the instructor to gear his explanations and demonstrations to the abilities of his students. Upon investigation he may find common backgrounds among his students; that is, that their purpose in learning is the same, that they live in the general area, and perhaps have similar language, educational, or cultural ties. On the other hand, he may find that they differ in many respects; age-level, motivation for learning, ability to learn, ability to apply what has been taught, emotional make-up, and personal experiences. These similarities and differences do exist and must be considered in determining a suitable method of teaching. The instructor should:

a. Find out all he can about what his students will have in common.

(1) Similar backgrounds in knowledge and experience give him the level on which to plan his instruction.

(2) Common attitudes hint of what he should and should not do.

b. Find out all he can about his students as individuals.

(1) His teaching may have to be altered to fit individual differences.

(2) Advanced or experienced students may be used as assistants.



(3) Students who are slow may require more of his time.

3. Know how to teach.

By this we mean know and adopt the best method of using the information which is to be taught.

4. The teaching process.

Regardless of the method of teaching you use, all instruction follows an established and accepted pattern called the teaching process. Any effective teaching process must be based on the principles of learning and can be divided into five logical steps which are known as the stages of instruction.

a. Preparation. The instructor's preparation can mean the difference between his success and failure. Like an architect who sees a completed edifice while preparing a set of blueprints, the instructor must view his subject throughout the preparation of a schema or outline. He must envision the course of study, his goal, his finished product. There is no definitive set of rules for the preparation or construction of a lesson. In general, however, it is important that the instructor prepare:

(1) The lesson objective. This is a simple, direct statement as to what the instructor wishes to accomplish in the lesson.

(2) An analysis of the instructional material. This is based on the objective of the lesson, the needs of the student, and the training situation.

(3) An analysis of the training situation. This includes:

(a) The time available. This should be reduced to total hours, and subdivided as to the parts of the lesson. The time available determines to a large measure the amount of material which will be presented during the lesson and the method used.

(b) The equipment and facilities available. The subject matter and instructional method will require proper equipment and facilities. These must be determined and analyzed. The need for any special equipment should be foreseen in order that it may be ready for use at the designated time and place. Indoor instruction is influenced by the type of classroom used; outdoor training is affected by the terrain and climate.

- (c) Instructional personnel or assistants. This includes a consideration of the number and qualifications of available instructors or assistants. Available personnel affect the training program because teaching is no more effective than the quality of the instructors.

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(e) The existing state of training. The existing state of training should be considered in order to avoid repetition where the desired standard already has been attained. All qualified individuals should be used to instruct those who have not yet reached the required standard. Those qualified should be used for demonstration purposes and to assist the training of less advanced students.

(f) The framework of training organization. The organization for training depends primarily upon the purpose for which the training is conducted. The instructor must realize his position in the organization, the necessity of responsibilities in addition to his instruction, and his relationship to those who support his instructional program.

(g) Obstacles. In his estimate of the training situation, each instructor must remember that one of his most important duties is to remove obstacles to good teaching. These may be administrative, physical and personal.

1. Administrative requirements must be held to a minimum to reduce interference with training. Every effort should be made to use non-teaching personnel to perform the tasks that tend to interfere. Careful scheduling of the hours of instruction and the use of special instructional devices assist in overcoming these obstacles.

2. Physical aspects require that the training plan be elastic to meet climatic changes and modification in the training field.

3. Personal obstacles: Eccentricities, interests, prejudices, and convictions of instructors and students often present definite obstacles to teaching.

(h) Security. This factor will dominate all other considerations of the training situation.

It is in the preparation that various possibilities of how to teach the lesson are evaluated in light of the desired objective and the training situation. The decisions reached as a result of balancing all the factors shape the instructor's tentative teaching plans and determine the methods and techniques he will employ in the presentation of the lesson.

b. Presentation. Actual teaching begins with the second stage of instruction, the presentation stage.

(1) Introduction. The student must be prepared to assimilate the ideas which the instructor will make available to him. The instructor's first step is to attract the student's attention and arouse his enthusiasm through an interesting and vital introduction. The students are told what they are to learn, why they are learning this particular material, and the proficiency they are expected to attain. Use of brief and familiar illustrations, experiences, and comparisons will aid in accomplishing the desired results.

(2) Explanation and Demonstration. The explanation makes new ideas available to the students. This may be accomplished by a lecture, conference, talk, or discussion and graphic step-by-step illustrations. The instructor should bear in mind that "telling" through lectures and conferences, is limited to the sense of hearing. A combination of techniques utilizing several senses - sight, touch, hearing - results in fuller learning and should be employed whenever possible. Another method of presenting new material is by showing. This leaves a vivid impression on the student. In this part of the presentation stage the instructor not only tells but he also shows.

c. Application. This step provides opportunities for the student to apply what has been covered during the presentation. If a skill has been taught the greater portion of time should be spent in having the student do. Close supervision, suggestions, and precautions are essential.

During this step the slow learner receives help from the instructor. In teaching a skill the instructor can observe and evaluate the performance of his students as well as evaluate his instruction.

d. Examination. In this step of the teaching process individual performances can be evaluated. Those points of instruction which require re-teaching can be determined. The students demonstrate what they have learned and how well they have learned it. They apply their new knowledge to more realistic problems. Methods for testing instruction and construction of various tests are explained in "Evaluation of Student Performance."

e. Discussion and/or Critique. The final phase of instruction is a review of what has been learned by the student. Its objectives are to leave none of the instruction unclear to the student and to establish for him an understanding of how much he has learned. It is referred to as a review, summary, discussion or critique. Here the instructor carefully analyzes the favorable and unfavorable achievements of the students. He discusses better methods, new approaches, faults and his impression of the student performances. He must realize that any criticism should be constructive so that the student leaves with the feeling of being able to carry on independently.

The steps in the teaching process pertain to all methods of instruction. The most important of all the steps is preparation. Using this five-step plan will help you to prepare and present any instruction more effectively.

#### 5. Personality of the instructor.

The student must act differently after he leaves our course of instruction if it is to be said that the instructor has taught.

The instructor can say that he has successfully carried out his objective when he has studied and organized his subject matter, has chosen the most effective method of instruction and when he has altered demonstrably the students' behavior. The factor which is the key to this achievement is the personality of the instructor.

Personality can be defined as the sum total of all of those things about an individual to which other people respond. Those aspects of personality of special importance to instructors

principally, sincerity and friendliness, are discussed in another reference. Except for these no pattern of personality can be prescribed for the instructor. Each person who teaches must analyze the effect of his own characteristics in order that he may utilize in his own way those which assist him and plan to improve or eliminate those which do not.

As in every organization or profession the attitude with which the instructor approaches his responsibilities is reflected in his personality. It is important to note, however, that the instructor's attitude most certainly is transferred to his students. The development of student attitudes, whether planned or unplanned becomes a product of teaching. These attitudes often represent the most important results of instruction.

Instructors who have a professional attitude continually add to their knowledge and skills in their subjects and work to improve their teaching ability. This attitude, or the lack of it, is easily discernable to his class. Students tend to learn and adopt the instructor's point of view on these matters.

To improve morale, to increase interest and understanding in the purposes of this organization and to convince the student of the importance of his training are just as much the responsibility of the instructor as are the teaching of information and the development of skills. Attitudes often have a greater total effect upon the students' future success than do the skills and information learned.

#### 6. How the instructor can improve.

All the characteristics of the good instructor are subject to change and can be improved if the instructor himself will concentrate on desirable changes in specific aspects of his qualifications. Constant effort must be devoted to improvement. The fact that an instructor has taught for some time does not mean that he has made significant improvement. Nor does the fact that an instructor is adjudged superior this year mean that he will be superior next year. There is no standing still in good instruction. The instructor must continually move forward.

The instructor desiring improvement should make every effort to understand the characteristics which are needed by the good instructor. He should observe others and have others observe him. He should analyze his own characteristics and determine his own strengths and deficiencies. Improvement is made by concentrating upon specific things and working out a systematic plan for up-grading certain characteristics. Self-analysis and self-evaluation are important to improvement. In setting out to improve the instructor must maintain his own individuality. He must recognize that two highly competent instructors can have

radically different personalities and both still do a superior job of teaching. Each instructor should determine when he can do well and then develop techniques based on his own outstanding abilities rather than on abilities which he admires but lacks.

#### 7. Summary.

There are two broad requisites a man must have to be a good instructor. First, he needs to know his subject. Knowing his subject is taken care of by previous experience or schooling or by research before we start to teach. Second, he must know how to teach. If we do not have this ability no matter how much we know about our subject we are not teachers. Conceptually we must realize that teaching is a two-way process. It is our job to teach information, teach by the best method, and change the behavior of students. Then we find out what our students have in common, and try to get to know them as individuals. We increase our ability to teach by setting up the conditions of learning - background, variety, realism, relationships, and learning by doing. Most important of all, we must continuously realize that, in the final analysis, students learn only what they want to learn. Knowing this, we influence our students to learn by a good teaching environment, by our actions as instructors, and by clearly showing them the real need to learn our subject.

Whatever the medium selected by the instructor - a single method or a combination of several - it is imperative that he have a written plan. This is a must in teaching, for his plan is his basic design for the completion of his class instruction. It has value in that it insures organization and emphasis of the essentials of the teaching. Using a plan prevents the instructor from going "off on a tangent" and introducing useless facts.

A frequent review of and a personal check-up against these essentials will insure improvement and success in teaching. The instructor should analyze his instruction, because self-criticism has the two-fold advantage of emphasizing self-analysis and of developing a readiness to accept criticism. An instructor who is aware of his own weaknesses is in a position to improve.

TAB

STAT

Instructor Training Course

Lesson Plan

Title : Principles of Teaching

50 Minutes

Objectives : 1. To acquaint students with fundamental principles of teaching  
2. To show the student how these fundamentals will apply to their instruction in the field  
3. To show relationship between teaching and the principles of learning

STAT

References :   "Principles of Teaching;" FM 21-5, Pages 54-62

Training Aids: ~~film strip, "The Teacher," U.S. Navy;~~ magnetic board, chart, ~~film strip projector;~~ blackboard, screen  
"Stages of Instruction"

Magnetic attached cutouts,

Personnel : Projectionist

I. Presentation

A. Introduction (Motivation)

5

1. As future instructors students must understand the essentials of good instruction
2. What makes a good instructor?
3. A discussion will be held, ~~and a film strip will be shown to~~ illustrate the characteristics of a good instructor

B. Explanation

NOTE: Use magnetic board and prepared material. *An instructor should:* ~~should:~~ *should:*

15

1. Know student

- a. How he learns: Motivation, sensory perception, readiness, association and repetition
- b. Native culture and background  
example: Convoy as fast as slowest ship. Set sights on individuals not course of study

2. Know subject matter

- a. Courses taken here
- b. Past background
- c. Ability to adjust to situations



-2-

Minutes

3. Know how to teach - Teaching consists of lessons. All lessons have:

a. Stages of Instruction NOTE: Show chart stages of instruction

- (1) Preparation - PLAN
- (2) Presentation - TELL and SHOW
  - a. Motivation (Introduction)
    1. Where in the lesson?
    2. Show NEED—OBJECTIVES
    3. WHY - Reason for lesson
    4. WHAT - Scope of lesson
    5. HOW - Review of previous lesson (Transition) procedure for this lesson
- (3) Application - DO
- (4) Examination - CHECK
- (5) Discussion and/or Critique - REVIEW

b. Methods of instruction - To be given in future lessons

c. Personality (instructor) (1) ENTHUSIASM (2) Attitude

out → NOTE: Show film strip "The Teacher" through demonstration and discussion show the importance of instructor's personality

d. Performance (instructor) - learning is best when person being taught can apply and DO what he has learned. If the student has not learned the instructor has not taught

## II. Critique

Summarize the over-all picture: The essentials of successful teaching. Students to analyze and comment on the methods of instruction which were used.

### Film Strip sequence

#### The Teacher

2, 3, 4, 5, - 7 - 9 10, 11, 12, 13, 14, 15, 16,  
17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29,  
30, 31, 32, 33, 34, 35, 36, - 39, 40, 41, - 43, 44,  
45, 46, 47, 48, 49 - 53, 54

#### Principles of teaching

20, 21, 22, 23, 24, 25

Total Time

50

STAT

## PRINCIPLES OF TEACHING

What is teaching? Teaching may be defined as the organization of learning, or the guidance, direction, and stimulation of the student's learning process.

It may be compared to merchandising. The teacher has something to sell, and the student has something to buy. It is a direct, two-way activity, a teacher-student function. An experienced salesman can bring a commodity to a prospective buyer's door to show its use, operation, advantages, and place in the buyer's life. The purchasing process is shortened, because the commodity has been brought directly to the consumer. Thus it is with learning. It is time-consuming for the undirected learner to decide the purpose, need, means of acquisition, and application of knowledge. The experienced teacher can present useful information directly to the student, thus shortening the learning process. The student "buys" the commodity, knowledge, or skill from the qualified instructor. The instructor's knowledge or success is determined by the learner's use or application of the knowledge he has acquired and the degree to which the learning has altered or transformed his activities. Proper instruction leads the student to deeper insights and more adequate skills.

Weaved through all teaching are the principles of learning. Each instructor should understand, from the beginning, that he must apply these fundamental principles to each segment of instruction. He must be aware of the importance of motivation—that artificial, unconvincing incentives will lead to his failure to bring about sufficient learning. Each instructor must apply the principles of sensory perception, readiness, association, and repetition whenever possible, in order to increase the quality and quantity of knowledge. These factors accompany all instruction.

In addition to these learning factors, there are indispensable practices and techniques in teaching. Some of these will be considered in relation to the practical work of the reader, and it is hoped that, as future instructors, you will find them a suitable guide to effective teaching.

- a. The first essential in good teaching is that of knowing the subject of instruction. Anyone who undertakes the job of teaching should know his subject. This primary requisite of instruction seems obvious, but it is not always practiced. It is not sufficient to know only the required matter for a course of study; it is also necessary to be able to sift the important points for use in each phase of the subject. This thorough knowledge is a necessary factor in the preparation of instruction. The instructor must plan each phase, clearly and carefully. Each day's work should be dovetailed to the whole subject, and, in initiating new material, its logical place in the over-all objective of the course should be recognized and understood. This comes with a

knowledge of one's subject. Staying "one step" ahead of the class does not make for thorough understanding. It creates an uncomfortable situation and, in many cases, is evidenced in presentation of the subject matter. Whenever the instructor is presented with an opportunity to fortify his learning with additional study, research, and field experience, he should avail himself of this chance for improvement. Each instructor owes it to himself and to the students he instructs. Constant enrichment will keep his teaching alive and dynamic. Documenting facts, quoting authorities, and relating personal experiences can be effective during the training session, and also can bring a considerable amount of personal satisfaction.

- b. A second essential to effective instruction is that of knowing the student. This is of invaluable assistance to the instructor. It enables the instructor to gear his explanations and demonstrations to the abilities of his trainees. Upon investigation, he may find common backgrounds among his students; that is, that their purpose in learning is the same, that they live in the general area, and, perhaps, have similar language, educational, or cultural ties. On the other hand, he may find that they differ in many respects: age-level, motivation for learning, ability to learn, ability to apply what has been taught, emotional make-up, and personal experiences. These similarities and differences do exist, and must be considered in determining a suitable method of teaching.
- \*. Preparation is a third essential of good instruction. The instructor's preparation can mean the difference between learning and no learning. Like an architect who sees a completed edifice while preparing a set of blueprints, so, too, the instructor must view his subject throughout his preparation of a scheme or outline. He must envision the course of study, his goal, his finished product of instruction, and, with this in mind, prepare for each phase. There is no definitive set of rules for the preparation or construction of a lesson; in general, however, as a method of approach to the problem, it is important to consider:
  - (1) The lesson objective. This is a simple, direct statement as to what the instructor wishes to accomplish in the lesson.
  - (2) An analysis of the instructional material. This is based on the objective of the lesson, the needs of the student, and the training situation.
  - (3) An analysis of the training situation. This analysis is a continuous factor. Each day a new aspect of the training situation requires formulation of conclusions relating to the instructional program.
    - (a) The time available. This should be reduced to hours, in total, and subdivided as to the parts of the lesson. The time available determines, to a large measure, the amount of material which will be presented during the lesson, and the method used.

- (b) The equipment and facilities available. The subject matter and instructional method will require proper equipment and facilities. These must be determined and analysed. The need for any special equipment should be foreseen, in order that it may be ready for use at the designated time and place. Indoor instruction is influenced by the type of classroom used; outdoor training is affected by the terrain and climate.
- (c) Instructional personnel or assistants. This includes a consideration of the number and qualifications of instructors or assistants available. The personnel available as instructors affects the training program, because teaching is no more effective than the instructors who are carrying it out.

- (e) Security. This factor will dominate all other considerations of the training situation.
- (f) The existing state of training. The existing state of training should be considered, in order to avoid repetition where the desired standard already has been attained. All qualified individuals should be used to instruct those who have not yet reached the required standard. Those qualified should be used for demonstration purposes, to assist the training of less advanced students.
- (g) The framework of training organization. The organization for training depends primarily upon the purpose for which the training is conducted. The instructor must realize his position in the organization, the necessity of responsibilities in addition to his instruction, and his relationship to those who support his instructional program.
- (h) Obstacles. In his estimate of the training situation, each instructor must remember that one of his most important duties is to remove obstacles to favorable teaching. These may be administrative, physical, and personal.
- (i) Administrative requirements must be held to a minimum to reduce interference with training. Every effort should be made to use non-teaching personnel to perform the tasks that tend to interfere. Careful scheduling of the hours of instruction and the use of special

Instructional devices assist in overcoming these obstacles.

- (ii) Physical aspects require that the training plan make provision for the interference of weather and modification in the training field.
  - (iii) Personal obstacles: Eccentricities, interests, prejudices, and convictions of instructors and students often present definite obstacles to teaching.
- (4) The presentation plan. With these factors in mind, the instructor should consider the matter of presenting his lesson. He must decide on a suitable method or medium of conveying learning to the student. The instructor may choose the lecture method, or, he may prefer the demonstration, the discussion, or the field problem technique. Each of these methods will be treated more fully in subsequent pages. Briefly, however, the lecture is used to present ideas to very large numbers, to motivate students to learn, and to summarize large, important phases of the instruction. The demonstration method is used to make a more lasting impression on the learners. Graphic illustrations are more helpful in teaching special skills than is the lecture technique. Training films provide excellent demonstrations, and may be used as often as is necessary to make the essential points clear. The discussion medium can be used with smaller groups, and is effective in maintaining student interest and in making the student aware of his importance in the class function. Obviously, the field problem has its advantage, in that the students are made to see the activities which they will learn. The field problem makes the learning as real and as closely related to the student's need as can be possible in instruction. These methods have special merit, but a final decision as to the best method to be used rests with the instructor's weighing the subject matter, the capabilities of the trainees, the objective of the lesson, the training area, the time available, and the instructor's ability. These criteria form the yardstick by which the instructor determines exactly how he can present his material most effectively.

Whatever the medium selected by the instructor—a single method or a combination of several—it is imperative that he have a written plan. This is a must in teaching, for his plan is his basic design for the completion of his class instruction. It has value in that it insures organization and emphasis of the essentials of the teaching. Using a plan prevents the instructor from going "off on a tangent" and introducing useless facts. Every plan should include four major steps:

- a. Presentation.
- b. Application.
- c. Examination.

## c. Discussion.

These steps must be in relation to the instructor's analysis of the objective of the lesson, the instructional material available, and the training situation. The plan must be simple, logical, and flexible, and it must be used.

Knowing the subject, knowing the student, and realistic preparation are three basic factors in good teaching. A fourth must be emphasized. It includes the personal qualities and personality of the instructor. In general, these apply to all instruction; circumstances, however, may alter their application in specialized training. The instructor must be understanding; understanding is especially necessary in teaching foreign groups. The instructor should learn native habits, religion, class systems, forms of discipline, and other characteristics peculiar to the people. He should fully appreciate their importance or place in the native culture, and adapt himself to their ways, rather than expect their immediate acceptance of his persuasions. The instructor should show leadership qualities at all times, but by no means should he be the autocrat. He should be honest, impartial, and tolerant. In a formal classroom his manner of dress and personal appearance are of utmost importance. He should be clean, neat, and conservative in his dress. At all times he should be poised and guard against disturbing mannerisms. He should speak clearly and try to vary the intensity of his voice with existing circumstances. Good diction and enunciation are also important qualities, and, in speaking, the instructor should use language the student understands. A sense of humor serves many purposes. Most evident is the purpose of keeping students alert and attentive. There are subjects, however, which do not admit of humor; if the opportunity arises, however, and this is at the discretion of the instructor—he should infuse it into the class activity. Never confuse humor with sarcasm. This can be fatal. The clever instructor can use humor as a means of promoting closer understanding between himself and his students. The instructor who attempts sarcasm can only bring a loss of dignity and prestige to himself.

In every business there are learners and teachers. Anyone can teach, and teaching can be successful. The results of teaching are evidenced in the student's application of the instruction. With some consideration of the essentials, teaching can be productive. The principal factors of know your subject, know your student, prepare well, and instructor conduct may seem obvious, but it is their use which can be helpful to those whose business it is to teach. An instructor whose work is in the minds of his students, and not in the printed page, is valuable to any instructional program.

A frequent review of and a personal check-up against these essentials will insure improvement and success in teaching. The instructor should analyze his instruction, because self-criticism has the two-fold advantage of a phrasing self-analysis and of developing a readiness to accept criticism. An instructor who is aware of his own weaknesses is in a position to improve.

# STAGES OF INSTRUCTION

- |   |                             |             |
|---|-----------------------------|-------------|
| 1 | PREPARATION                 | PLAN        |
| 2 | PRESENTATION                | TELL & SHOW |
| 3 | APPLICATION                 | DO          |
| 4 | EXAMINATION                 | CHECK       |
| 5 | DISCUSSION &<br>OR CRITIQUE | REVIEW      |

STAT

STAT

Instructor Training Course

Lesson Plan

Title: Principles of Teaching

Time: 50 minutes

Objectives:

1. To acquaint students with fundamental principles of teaching.
2. To show the student how these fundamentals will apply to their instruction in the field.
3. To show relationship between teaching and the principles of learning.

STAT

References: "Principles of Teaching;" TM 21-250, Para. 5-9; 11-14; 22-28; 42-44

Training Aids: Film strip: "The Teacher," U.S. Navy; magnetic board, chart, film strip projector; blackboard

Personnel: Projectionist

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I. Presentation (Motivation)

A. Introduction

As future instructors students must understand the essentials of good instruction. What makes a good instructor? A discussion will be held, and a film strip will be shown to illustrate the characteristics of a good instructor.

B. Explanation

NOTE: Use magnetic board and prepared material

1. Know subject matter  
Courses taken — Instructors Course
2. Know student
  - a. How he learns (nature of learning)
  - b. Native culture and background
    - (1) Psychology - study of behavior of humans
    - (2) Sociology - study of effect of environment upon the individual



-2-

3. Know How to Teach (Principles of learning)

a. Preparation

(1) Stages of instruction

NOTE: Show chart "Stages of Instruction"

- (a) Preparation - PLAN
  - (b) Presentation - TELL and SHOW
  - (c) Application - DO
  - (d) Examination - CHECK
  - (e) Discussion and/or Critique - REVIEW
- (2) Motivation (Introduction)
- (a) Where in the lesson?
  - (b) Show NEED—OBJECTIVES
  - (c) WHY - Reason for lesson
  - (d) WHAT - Scope of lesson
  - (e) HOW - Review of previous lesson (Transition)

Procedure for this lesson

(3) Methods of instruction

To be given in future lessons

b. Personality (instructor)

strip film "The Teacher" (Demonstration and discussion)

c. Performance (instructor)

learning is best when person being taught can apply and DO what he has learned

II. Critique

Summarize the over all picture: The essentials of successful teaching. Students to analyze and comment on the methods of instruction which were used.

STATINTL

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Instructor Training Course

Lesson Plan

Title: Principles of Teaching

Time Required 50 minutes

Objectives: To acquaint the student with fundamental principles of teaching  
To show the student how these fundamentals will apply to their instruction in the field  
To show the relationship between teaching and the principles of learning

STAT

References: [ ] "Principles of Teaching"; TM21-250, Pars. 5-9; 11-14; 22-23; 42-44

Training Aids: Film Strip: "The Teacher," U.S. Navy; chart  
PROJECTOR; FILM STRIP PROJECTOR; BLACKBOARD

I. Presentation

A. Introduction

5 min.

1. Lecture

a. Tell students:

- (1) they are to know the essentials of good instruction: what makes a good instructor
- (2) that as future instructors, they must understand these essentials to insure their own successful instruction
- (3) that a film strip will be shown to illustrate characteristics of a good teacher. Do qualify with the fact that some of these will, obviously, not apply to some training situations
- (4) that students will be expected to see these in view of present instruction and the previous instruction on learning that in the critique they will have an opportunity
- (5)

-2-

to comment on methods of instruction used in this lesson

B. Demonstration and Discussion

1. Show film strip: "The Teacher" - showing frames based on objectives of lesson

35 min.

II. Critique

10 min.

2. Summarize the over-all picture: the essentials of successful teaching; use film frame a second time for emphasis or proof. Students will analyze and comment on the methods of instruction which was used

*From whom did I learn the most? Why?*

*Film strip and discussion on many points duplicates past lesson on learning.*

*Discussion somewhat disorganized -  
is not consistent with paper -  
film strip starts with pt. 4 not pt. 1*

*Stan must look at students!*

*Film strip doesn't fit!*

STAT

## PRINCIPLES OF TEACHING

What is teaching? Teaching may be defined as the organization of learning, or the guidance, direction, and stimulation of the student's learning process.

It may be compared to merchandising. The teacher has something to sell, and the student has something to buy. It is a direct, two-way activity, a teacher-student function. An experienced salesman can bring a commodity to a prospective buyer's door to show its use, operation, advantages, and place in the buyer's life. The purchasing process is shortened, because the commodity has been brought directly to the consumer. Thus it is with learning. It is time-consuming for the undirected learner to decide the purpose, need, means of acquisition, and application of knowledge. The experienced teacher can present useful information directly to the student, thus shortening the learning process. The student "buys" the commodity, knowledge, or skill from the qualified instructor. The instructor's knowledge or success is determined by the learner's use or application of the knowledge he has acquired and the degree to which the learning has altered or transformed his activities. Proper instruction leads the student to deeper insights and more adequate skills.

Weven through all teaching are the principles of learning. Each instructor should understand, from the beginning, that he must apply these fundamental principles to each segment of instruction. He must be aware of the importance of motivation—that artificial, unconvincing incentives will lead to his failure to bring about sufficient learning. Each instructor must apply the principles of sensory perception, readiness, association, and repetition whenever possible, in order to increase the quality and quantity of knowledge. These factors accompany all instruction.

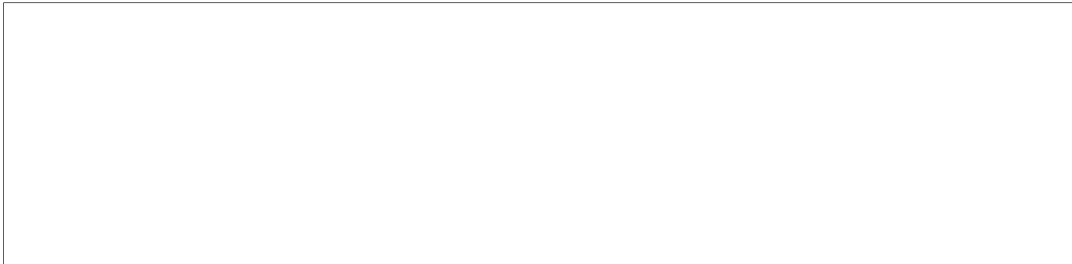
In addition to these learning factors, there are indispensable practices and techniques in teaching. Some of these will be considered in relation to the practical work of the reader, and it is hoped that, as future instructors, you will find them a suitable guide to effective teaching.

- a. The first essential in good teaching is that of knowing the subject of instruction. Anyone who undertakes the job of teaching should know his subject. This primary requisite of instruction seems obvious, but it is not always practiced. It is not sufficient to know only the required matter for a course of study; it is also necessary to be able to sift the important points for use in each phase of the subject. This thorough knowledge is a necessary factor in the preparation of instruction. The instructor must plan each phase, clearly and carefully. Each day's work should be dovetailed to the whole subject, and, in initiating new material, its logical place in the over-all objective of the course should be recognized and understood. This comes with a

knowledge of one's subject. Staying "one step" ahead of the class does not make for thorough understanding. It creates an uncomfortable situation and, in many cases, is evidenced in presentation of the subject matter. Whenever the instructor is presented with an opportunity to fortify his learning with additional study, research, and field experience, he should avail himself of this chance for improvement. Each instructor owes it to himself and to the students he instructs. Constant enrichment will keep his teaching alive and dynamic. Documenting facts, quoting authorities, and relating personal experiences can be effective during the training session, and also can bring a considerable amount of personal satisfaction.

- b. A second essential to effective instruction is that of knowing the student. This is of invaluable assistance to the instructor. It enables the instructor to gear his explanations and demonstrations to the abilities of his trainees. Upon investigation, he may find common backgrounds among his students; that is, that their purpose in learning is the same, that they live in the general area, and, perhaps, have similar language, educational, or cultural ties. On the other hand, he may find that they differ in many respects: age-level, motivation for learning, ability to learn, ability to apply what has been taught, emotional make-up, and personal experiences. These similarities and differences do exist, and must be considered in determining a suitable method of teaching.
- \*. Preparation is a third essential of good instruction. The instructor's preparation can mean the difference between learning and no learning. Like an architect who sees a completed edifice while preparing a set of blueprints, so, too, the instructor must view his subject throughout his preparation of a scheme or outline. He must envision the course of study, his goal, his finished product of instruction, and, with this in mind, prepare for each phase. There is no definitive set of rules for the preparation or construction of a lesson; in general, however, as a method of approach to the problem, it is important to consider:
  - (1) The lesson objective. This is a simple, direct statement as to what the instructor wishes to accomplish in the lesson.
  - (2) An analysis of the instructional material. This is based on the objective of the lesson, the needs of the student, and the training situation.
  - (3) An analysis of the training situation. This analysis is a continuous factor. Each day a new aspect of the training situation requires formulation of conclusions relating to the instructional program.
    - (a) The time available. This should be reduced to hours, in total, and subdivided as to the parts of the lesson. The time available determines, to a large measure, the amount of material which will be presented during the lesson, and the method used.

- (b) The equipment and facilities available. The subject matter and instructional method will require proper equipment and facilities. These must be determined and analyzed. The need for any special equipment should be foreseen, in order that it may be ready for use at the designated time and place. Indoor instruction is influenced by the type of classroom used; outdoor training is affected by the terrain and climate.
- (c) Instructional personnel or assistants. This includes a consideration of the number and qualifications of instructors or assistants available. The personnel available as instructors affects the training program, because teaching is no more effective than the instructors who are carrying it out.



- (e) Security. This factor will dominate all other considerations of the training situation.
- (f) The existing state of training. The existing state of training should be considered, in order to avoid repetition where the desired standard already has been attained. All qualified individuals should be used to instruct those who have not yet reached the required standard. Those qualified should be used for demonstration purposes, to assist the training of less advanced students.
- (g) The framework of training organization. The organization for training depends primarily upon the purpose for which the training is conducted. The instructor must realize his position in the organization, the necessity of responsibility in addition to his instruction, and his relationship to those who support his instructional program.
- (h) Obstacles. In his estimate of the training situation, each instructor must remember that one of his most important duties is to remove obstacles to favorable teaching. These may be administrative, physical, and personal.
  - (1) Administrative requirements must be held to a minimum to reduce interference with training. Every effort should be made to use non-teaching personnel to perform the tasks that tend to interfere. Careful scheduling of the hours of instruction and the use of special

instructional devices assist in overcoming these obstacles.

- (ii) Physical aspects require that the training plan make provision for the interference of weather and modification in the training field.
  - (iii) Personal obstacles: Eccentricities, interests, prejudices, and convictions of instructors and students often present definite obstacles to teaching.
- (4) The presentation plan. With these factors in mind, the instructor should consider the matter of presenting his lesson. He must decide on a suitable method or medium of conveying learning to the student. The instructor may choose the lecture method, or, he may prefer the demonstration, the discussion, or the field problem technique. Each of these methods will be treated more fully in subsequent pages. Briefly, however, the lecture is used to present ideas to very large numbers, to motivate students to learn, and to summarize large, important phases of the instruction. The demonstration method is used to make a more lasting impression on the learners. Graphic illustrations are more helpful in teaching special skills than is the lecture technique. Training films provide excellent demonstrations, and may be used as often as is necessary to make the essential points clear. The discussion medium can be used with smaller groups, and is effective in maintaining student interest and in making the student aware of his importance in the class function. Obviously, the field problem has its advantage, in that the students are made to see the activities which they will learn. The field problem makes the learning as real and as closely related to the student's need as can be possible in instruction. These methods have special merit, but a final decision as to the best method to be used rests with the instructor's weighing the subject matter, the capabilities of the trainees, the objective of the lesson, the training area, the time available, and the instructor's ability. These criteria form the yardstick by which the instructor determines exactly how he can present his material most effectively.

Whatever the medium selected by the instructor--a single method or a combination of several--it is imperative that he have a written plan. This is a must in teaching, for his plan is his basic design for the completion of his class instruction. It has value in that it insures organization and emphasis of the essentials of the teaching. Using a plan prevents the instructor from going "off on a tangent" and introducing useless facts. Every plan should include four major steps:

- a. Presentation.
- b. Application.
- c. Examination.

#### d. Discussion.

These steps must be in relation to the instructor's analysis of the objective of the lesson, the instructional material available, and the training situation. The plan must be simple, logical, and flexible, and it must be used.

Knowing the subject, knowing the student, and realistic preparation are three basic factors in good teaching. A fourth must be emphasized. It includes the personal qualities and personality of the instructor. In general, these apply to all instruction; circumstances, however, may alter their application in specialized training. The instructor must be understanding; understanding is especially necessary in teaching foreign groups. The instructor should learn native habits, religion, class systems, forms of discipline, and other characteristics peculiar to the people. He should fully appreciate their importance or place in the native culture, and adapt himself to their ways, rather than expect their immediate acceptance of his persuasions. The instructor should show leadership qualities at all times, but by no means should he be the autocrat. He should be honest, impartial, and tolerant. In a formal classroom his manner of dress and personal appearance are of utmost importance. He should be clean, neat, and conservative in his dress. At all times he should be poised and guard against disturbing mannerisms. He should speak clearly and try to vary the intensity of his voice with existing circumstances. Good diction and enunciation are also important qualities, and, in speaking, the instructor should use language the student understands. A sense of humor serves many purposes. Most evident is the purpose of keeping students alert and attentive. There are subjects, however, which do not admit of humor; if the opportunity arises, however, and this is at the discretion of the instructor, he should infuse it into the class activity. Never confuse humor with sarcasm. This can be fatal. The clever instructor can use humor as a means of promoting closer understanding between himself and his students. The instructor who attempts sarcasm can only bring a loss of dignity and prestige to himself.

In every business there are learners and teachers. Anyone can teach, and teaching can be successful. The results of teaching are evidenced in the student's application of the instruction. With some consideration of the essentials, teaching can be productive. The principal factors of know your subject, know your student, prepare well, and instructor conduct may seem obvious, but it is their use which can be helpful to those whose business it is to teach. An instructor whose work is in the minds of his students, and not in the printed page, is valuable to any instructional program.

A frequent review of and a personal check-up against these essentials will insure improvement and success in teaching. The instructor should analyze his instruction, because self-criticism has the two-fold advantage of a phasing self-analysis and of developing a readiness to accept criticism. An instructor who is aware of his own weaknesses is in a position to improve.